

EDUCATION AND TRAINING SPECIALIST ROLE

Role Summary

The Education and Training Specialist Role consists of three grade levels 12-14. Incumbents develop, implement, and present training. Responsibilities include modifying and updating pre-established courses; researching and developing new training courses; and developing or modifying lesson plans, trainer's manuals, student guides, and course presentation manuals. Work ranges from assisting with training presentations to developing and implementing a strategic education program targeted to identified needs. Primary contacts are with managers, training representatives, and department employees.

Working Conditions

Periodic travel is required. Frequent stressful situations involving deadlines and pressures from diverse sources.

Education and Experience

- Grade 12: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to post-secondary courses in training, presentations, communications, or related area and one year of experience including presenting established training classes. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 13: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in education, communications, or related field and two years of experience including assisting with the development of new courses and presentations. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 14: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in education, communication, or related field and three years of experience including primary responsibility for the original development of classes with presentation materials. Other combinations of education and experience will be evaluated on an individual basis.

Department Core Competencies

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.

- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.
- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 12

Predominant/Essential Duties

- Assist with training presentations, including role specific classes.
- Assist with the development of designated training courses including lesson plans, trainer's manual, student guides, and course presentation materials.
- Assist subject experts in formatting training presentations.
- Assist subject experts with the development of customized training material.
- Designated back-up trainer for pre-established or core classes.
- Assist with development and editing of computerized training presentations.
- Advise employees on individual training requirements.
- Review training curriculum and identify training gaps, applying waivers as appropriate.
- Monitor training needs and issues for assigned training areas.
- Collect and summarize training data into statistical reports.

Grade 13

Predominant/Essential Duties

- Trainer for pre-established and core classes.
- Develop customized training courses, including lesson plans, trainer's manuals, student guides, and course presentation materials.
- Update training material when necessary, whether statutory or policy related.
- Evaluate class assessments to determine course adjustments.
- Attend statewide training network meetings.
- Respond to and resolve training questions or problems.

Grade 14

Predominant/Essential Duties

- Develop and present training series targeted to the needs of a division or client group.
- Trainer for customized classes and back-up trainer for core and pre-established classes.
- Research and develop new training courses, including lesson plans, trainer's manuals, student guides, and course presentation materials.
- Monitor overall department educational plan.
- Evaluate educational plan for consistency and provide quarterly updates for review.
- Oversee activities of statewide training teams.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart - Education and Training Specialist Role

Competencies	Grade 12 Under Guidance	Grade 13 Minimal Guidance	Grade 14 Independently
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	C	C
Demonstrated presentation skills.	B	C	C
Demonstrated knowledge of the organization's mission, vision, goals, and organizational structure.	A	B	C
Demonstrated ability to perform a needs assessment and develop a comprehensive individual education plan.	A	B	C
Demonstrated skills and abilities to develop a curriculum.	A	B	C
Demonstrated ability to think creatively and recommend innovative solutions.	A	B	C
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	B	C	C
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	B	B	C
Demonstrated ability to timely and consistently communicate role-related rules, policies, and procedures.	A	B	C

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments.

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.